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ABSTRACT

Briefly described in this document is a pilot project involving 13 internships which were designed to: (1) provide improved leadership training for vocational and technical personnel, (2) provide improved teacher education through full-time, on-the-job experiences in industry, business, or agriculture, (4) initiate an exchange program between vocational and technical education on the one hand and industry, business, and agriculture on the other, and (4) build a handbook of operational guidelines for others interested in developing programs of professional internships in vocational education. The 13 participants, after being carefully selected and prior to placement, received an orientation to the purpose, procedures, responsibilities and functions of the program. Evaluation of the project was enhanced by bi-weekly coordination visits and the use of a daily diary. The program was termed a tremendous success. Included in the appendixes is the Guide for Professional Internships--Vocational Education. (JS)

ED 062517

GRANT NUMBER 2502

DIRECTOR'S FINAL REPORT

AN INTERNSHIP PROGRAM FOR THE TRAINING, EXCHANGE, AND TRANSITION OF VOCATIONAL EDUCATION AND BUSINESS, INDUSTRY, AGRICULTURAL, AND GOVERNMENT PERSONNEL

A PILOT STUDY

July 1, 1970 - June 30, 1971

DEPARTMENT OF VOCATIONAL EDUCATION

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO

VT014952

Director's Final Report

Grant Number: 2502

AN INTERNSHIP PROGRAM FOR THE TRAINING, EXCHANGE, AND TRANSITION OF VOCATIONAL EDUCATION AND BUSINESS, INDUSTRY, AGRICULTURAL, AND GOVERNMENT PERSONNEL

A Pilot Study

July 1, 1970 - June 30, 1971

Director: Dr. Milton E. Larson

Co-Director: Dr. Duane L. Blake

DEPARTMENT OF VOCATIONAL EDUCATION

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO

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This project was sponsored by the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education and supported by the United States Office of Education under the Education Professions Development Act.

PREFACE

This report is submitted upon the completion of the project in accordance with the provisions of the agreement and the suggested procedures for reporting. Indicated in this report is the process followed, the results achieved, and the developed "Guide for Professional Internship - Vocational Education."

The director desires to express appreciation to all who participated in this project either as interns or as sponsors of interns. To all who assisted in any way, "Thank you."

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I. INTRODUCTION

Four specific objectives were identified for the program set forth in the proposal. These were to:

1. Provide improved preparation for vocational and technical personnel preparing for leadership positions through full-time-on-the-job experiences in selected positions similar to the professional role they plan to assume upon completion of the educational program.

2. Provide improved preparation for individuals enrolled in a program of vocational and technical education for teachers at Colorado State University through full-time, on-the-job experiences in their field in industry, business, or agriculture.

3. Initiate an exchange program between vocational and technical education on the one hand and industry, business, and agriculture on the other.

4. Build a handbook of operational guidelines for others interested developing programs of professional internships in vocational education.

Among the concomitant objectives identified the desire to build a stronger tie with industry, business, and agriculture and to develop an operational model helpful in conducting internships for students pursuing doctoral programs.

II. OPERATION OF THE PROGRAM

The operational aspects of the program consisted of several functions and processes.

Planning

Fundamental planning constituted the first step of the project. Much of this was done by the director, some cooperatively with the co-director and the assistant director.

Establishment of the consulting committee was done early after the project had been funded. Highly competent individuals were selected with strong interests and varied backgrounds in order to benefit to maximum extent from the experiences of others prior to detail planning of the elements necessary to achieve the objectives sought. Individuals serving on the committee are identified in the Appendix in the Guide for Professional Internships. The first meeting of the consulting committee was held on October 20 (see Appendices for agenda and notes of meeting). The committee was extremely helpful in reacting to concerns and issues raised by director and other personnel related to the internship program.

Considerable attention was given to informing potential candidates about the internship program, establishing the forms and operational details, interviewing the candidates to determine their objectives, and identifying internship stations suited to the intern's objectives.

The time devoted to planning, consultations, and visitations provided an excellent foundation for the program, kept the lines of communications open, and provided essential coordination.

Participants

Thirteen individuals were placed with cooperating sponsors in accordance with the original objectives identified, with one minor exception. One of the individuals participating in the industry-exchange program was recruited from the student body of Colorado State University and placed in the Vocational Education Department of Otero Junior College. This individual had a strong desire to secure the opportunity to teach in such a department in a community college. This seemed a justifiable modification and really permitted further testing of the exchange concept. The individual from Otero was placed in industry in the position sought with a very gratifying updating learning experience resulting.

Internship Personnel

In accordance with the proposed plan, the personnel associated with the internship program consisted of (on a part-time basis) a director, co-director, and assistant director. Much of the coordination was done by the assistant director who also participated actively in the entire process of planning and implementing the program structure.

A secretary was identified and functioned effectively as a member of the team.

Orientation

Each intern was given orientation prior to engaging upon the internship experience.

Likewise considerable attention was devoted during the early visitations and during the program planning session to orientation of the sponsor.

This is an important aspect of the program. The purpose, procedures, responsibilities, and functions of the program must be clearly understood by all involved. Attention given to adequate orientation eliminate or reduce the problems that frequently develop during internship experiences.

Program Operation

The plan of operation as developed in the proposal and as explained in the "Guide" (See appendix) was carried out with very few exceptions. The goals were achieved with the one exception noted above under "Participation". The success of the program was obvious in the reactions of both the interns and the sponsors.

The plan was effective and the coordination was excellent. With one possible exception the cooperation of both interns and sponsors was exceptional and really better than expected.

Careful planning was an important aspect of the program operation.

As a result of the first year of operation, more time and effort will be devoted to orientation of the interns and the sponsors next year.

Evaluation

Evaluation was an on-going activity enhanced by the bi-weekly coordination visits and the use of the daily diary. The critical incident technique was not as helpful in evaluation as was anticipated and will be modified somewhat next year. The midterm and final evaluation of the interns and the sponsors was very effective in gaining insight relative to the concepts of these people concerning the effectiveness of the program.

A composite evaluation using all of the above elements strongly indicates that the pilot program was a tremendous success. A new dimension was added to pre-professional preparation for vocational teachers and administrators. Also, an approach to updating teachers in service is offered by this program which seems to have a great potential for the improvement of vocational education.

During the continuation of the project, next year, further opportunities will be available for additional evaluation of the project.

A follow-up study of participants after the completion of the project will be useful in learning the opinion of both interns and sponsors after a period of time has elasped.

Conclusion

While this was only a pilot program based upon the involvement of thirteen interns a definite and positive impact was identified. The effectiveness of the program was apparent in the comments of both the interns and the sponsors as well as through the direct observations of the coordinator of the program.

While the success of the program was in part due to the careful selection of most of the interns and the sponsors and the deliberate planning of a meaningful experience for the intern, inherent in the

concept is the very essence of revelence in teacher preparation and updating. The basic philosophy of vocational education is learning by doing under supervision on a series of meaningful activities. This is also the very nature of this program.

An initial break-through has been made and the results have been most gratifying -- it is now hoped that the second year of the pilot program will confirm the results of the first year. If this should be the case, then, if would seem logical that resources are made available for continuous operation of internship programs for pre-professional and in-service improvement of vocational teachers and administrators in the future.

APPENDIX A

GUIDE FOR PROFESSIONAL INTERNSHIPS - VOCATIONAL EDUCATION

GUIDE FOR PROFESSIONAL INTERNSHIPS

VOCATIONAL EDUCATION

DR. MILTON E. LARSON — Project Director
and
RALPH H. GREEN — Project Assistant Director

COLORADO STATE UNIVERSITY

Department of Vocational Education

Fort Collins

1971

Developed as part of a project sponsored by the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education and supported by the United States Office of Education under the Education Professions Development Act.

FOREWARD

Internships for teachers of vocational and technical education while not a new innovation, is new in this region. As a result of a proposal submitted to the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education, this concept became a reality. Appreciation is expressed to this Board and also to the Director of the Education Professions Development Act of The United States Office for supporting this concept.

An end-produce of the internships is the GUIDE FOR PROFESSIONAL INTERNSHIPS -- VOCATIONAL EDUCATION. The practices evolved from the fundamental concepts expressed in the original proposal and from the suggestions of the Internship Consulting Committee. The forms were developed to expedite the handling of the various functions essential to operation of the program.

The comments of the interns and sponsors of the interns suggests that internships as a method of updating teachers and administrators of vocational and technical education is a value educational process without substitute in classroom situations. It also has merit for individuals wishing to test the vocational and technical teaching field as a transition occupation from industry, business, or agriculture.

A beginning has been made. There is much ground to be plowed before the internship approach becomes well-established among the repertoire of teacher training methodology. There is much merit in "learning by doing." This is especially true when the learning is part of a carefully planned and well coordinated program and the intern is working with a person who truly is a master in his (or her) own field.

Director: Dr. Milton E. Larson

Assistant Director: Ralph H. Green

PART I

BASIC CONCEPTS

Part I of this guide presents the basic concepts of internship as identified through the literature and through the experiences in working with the interns, the sponsors, and the consulting committee.

In this section attention is given to the purpose, backgr und, objectives, practices, and procedures essential to a successful program.

Purpose

It is the purpose of this guide to supply information to assist those interested in providing a teacher education internship program. Offered herein are many suggestions considered necessary for decision makers. Also included are practices which have been found applicable to internship programs for prospective teachers and administrators of vocational education.

Users of this guide should realize that not all possible situations can be foreseen by the writers. However, practices described are the result of actual field experience secured through placement and evaluation of interning students. The many participants of the internship program have placed high emphasis upon their opportunity to acquire knowledge not available to them in the classroom.

A properly conceived and executed internship program, including active coordination and follow-up by the sponsoring university, are key elements of a successful program. The program can be a significant stepping stone for the advancement of a qualified individual in his chosen field. It can at the same time provide the university with

"feed-back" to better analyze its own teacher education as well as allow full evaluation of the role of the internship in teacher training programs.

Background

For thousands of years the art of craftsmanship and the process of teaching and learning of the crafts was a family affair conducted through the father-son relationship and the master-apprentice relationship. This highly developed system was brought to America by the early colonists. It continues even today, in many forms, to train skilled tradesmen for industry. However, as this nation entered the industrial age, the apprenticeship system was unable to supply the great numbers needed for industrial work.

Industries in many parts of the nation were forced to train their own workers to meet their requirements. Governments encouraged and assisted schools and institutions to train workers urgently needed for growing industry. Educators recognized, however, that the classroom could not always supplant the on-the-job experience to give the worker the education he needed. It had been found that sequential relationships must exist between the learning of concepts, the acquisition of thought and attitudes, and the mastery of skills, which will properly relate them in the training experience of the learner.

Early in the twentieth century a cooperative education plan was introduced in Cincinnati by Professor Herman Schneider who believed that for college students "it is a good thing for a man to sweat his way to the truth." He called his plan "Cooperative Education" because it

depended essentially on the cooperation of business and industry. The years since have seen the idea expanded to many colleges and secondary schools to train workers essential for the occupations. Government aid has been extended to encourage and expand this partnership between education on one hand and business and industry on the other. Students thus spend part-time in the classroom and part-time on-the-job in a planned and coordinated learning experience, all related to their field of study.

As the occupations have continued to expand and the need for the well trained professional has become evident, this principle of "learning by doing" has come to include the professional. This concept, the internship, has been used successfully for decades by the medical profession. Clarence A. Newell did much to further the use of the internship for development of professional educators as administrators and supervisors.[1] Programs at universities have continued to expand from his work. Daniel R. Davis, did much also, to develop the internship method in educational administration.[2]

Interest is now being shown to extend the internship concept to vocational-technical education training. Rutgers, The State University, has developed the highly successful program, COPE, for the training of

[1]Clarence A. Newell. Handbook for Development of Internship Programs in Educational Administration (New York: Bureau of Publications, Teachers College, Columbia University), 1951.

[2]Daniel R. Davis. The Internship in Educational Administration (Washington: The Center for Applied Research in Education, Inc.), 1962.

prospective vocational-technical education teachers.[1] Others are beginning to recognize that in-service teachers need a method for keeping in step with rapidly changing technologies in business, industry, and agriculture. Yet another deficient area is the need for a closer alliance between industry and education to strengthen mutual respect and improve communication.

This necessitates teacher preparation in tune with the times. An internship program, sponsored and coordinated by a teacher training institution respected in its field, can do much to answer our national and individual needs in vocational-technical education for adequately trained teachers and administrative personnel. Students and present educators need and deserve realistic and meaningful preparation for their dedicated role. Actual experience on a job typical to that for which the individual is training is vital and has been so recognized by recent legislation among the states and the federal government.

Professional Internship Objectives

Implementation of the program outlined in this guide can provide:

1. Fulltime field experience for one quarter or more for potential leadership personnel prior to assumption of responsibilities on an actual payroll job

2. Updating experience for in-service teachers directly on the job

3. Teaching experience for individuals from business, industry, agriculture, or government who desire to enter teaching

[1]Albert J. Pautler and Charles J. Buzzell. Cooperative Educational Program for Prospective Vocational-Technical Education Teachers. (New Brunswick: Rutgers-The State University), 1968.

4. Supplemented directed experiences for individuals needing focused programs

5. Improved communication between professional vocational-technical educators and leaders of industry, business, and agriculture.

Consulting Committee

A functioning consulting committee is a tremendous asset to an internship program. Individuals should be selected to serve on this committee who are interested in internship education and who are thoroughly familiar with vocational and technical education. A balance of experience including both individuals from vocational education and from the world of work is desirable. Each individual selected should be chosen for his expertise and his ability to contribute to the objectives of the program.

Five to nine members constitutes a workable committee size. During the initial period it is well to appoint each member for a one-year period. After the internship program is better established it may be desirable to develop a permanent rotating plan of membership to insure continuity.

It is suggested that at least two meetings of the consulting committee be held each year with additional meetings called as needed. A planned agenda should be developed prior to each meeting involving the members actively in the concerns, practices, and policies relative to the internship program. It is, however, important to indicate that the role of the internship consulting committee is advisory rather than administrative.

The consulting committee can be a source of great assistance. It is wise to involve the internship consulting committee in many ways such as to:

1. React to concepts, practices, and policies proposed relative to the internship program
2. Inform the committee relative to the scope of program proposed
3. Discuss opportunities for placement of potential interns
4. Review forms and methods used in coordinating the program
5. Communicate to others in the community vital information concerning the program.

Foundation Policies

Basic decisions are necessary for any university seeking to implement a program of internship training. Fundamental is the belief that meaningful experiences, necessary for the individual's full development in his chosen role, can most realistically be achieved outside the classroom in an on-the-job situation. If such is true, decisions must be made as to how the program will be administered; which department will offer the program; where necessary funds may be obtained for its administration, coordination, on-going and follow-up evaluation; possible stipend monies for intern participants; university credits to be made available for enrolled participants; liabilities incurred by the university when offering off-campus programs; determination of the steps necessary to attract interested participants, and making a survey of the possible agencies, institutions, businesses and industries willing to cooperate in the program.

Most agencies, institutions, businesses and industries are sympathetic to the internship method of training and are interested in cooperating with the university. It is incumbent then upon the university to actively pursue its chosen method by assuring adequate funds to implement the program and providing personnel assigned to the task with sufficient time to supervise, evaluate, and up-date practices to the benefit of the individuals involved.

Vital Practices

A. Information for potential interns - Information about the program and its objectives should be circulated widely among teachers and students in vocational education. Use of trade publications is encouraged in keeping with university policy. Handout material should be distributed at professional meetings and in university classrooms. University faculty should be made aware of the program so that they might recommend potential interns.

B. Applications - Once contacted, the potential intern should make application for the program to the program director. This application should give his name, address, present position, past experience, educational training, and reason for participating in the internship program. Provision should be made for inclusion of other data he deems pertinent.

C. Interviewing candidates - As soon as possible the candidate should be interviewed by the program director. The director or a selection committee should examine the candidate's

personal qualifications, needs, and future aspirations as well as stated specific goals for the desired internship. Also important considerations by the director should include the applicants ability in good human relations and his willingness to accept the role of a learner who can at the same time make a meaningful contribution to his supervisor.

D. Selecting interns - Once candidates have been interviewed, the director or a selection committee may select those he deems suitable for the internship experience. Selection should be determined on the basis of those candidates possessing the aforementioned qualities and who can benefit most from this experience. The number of participants should be determined by the number of applicants, the number that can be successfully administered by the director and his staff, stipend funds that are available (if any), and the number of cooperating work stations.

E. Locating and selecting internship stations - Once the intern has been selected and his desired experience determined, possible internship stations should be contacted. Much is incumbent upon the director and his staff to select a training station that will be meaningful to the intern. Desired goals can be given by the intern, but the final decision should be made by the director. The knowledge of the director about the training station may be paramount in determining the value of the placement and whether it will

fulfill the needs of the intern. Once the program has been explained to the key personnel at the training station, a favorable response may be obtained. However, some situations might not be suitable, in which case an alternate station should be selected.

F. Developing training plans - Each intern should have broad guidelines for his training experience. This can best and most easily be determined by interviewing the potential supervisor in the presents of the intern and the director. The intern can state his goals and desires, and the supervisor can explain possible experiences he can provide within his organization. The director can thus formulate an educational assignment as a guide for the intern and his supervisor during the internship period. Provision should be included for experiences beneficial to the intern not foreseen at the time of the initial determination of the guidelines. An agreement should be formulated at the time of this interview to set forth the responsibilities of all parties of the internship. The agreement should be in keeping with the policies and practices of the supervising agency, institution, or industry and the sponsoring university.

G. Orientation: Intern and Sponsor - Prior to assuming on-the-job duties, the intern should be advised of his (or her) responsibilities as a professional even though a learner. He is a representative of the university and must practice good human relations so essential to making this experience

meaningful as well as building a climate to help those who might also intern later in a similar job. His orientation can best be accomplished at the same time with others who might be interning during the same period so that answers to questions may be shared by all. Proper orientation of the supervisor is important so that he understands the intern's objectives and can therefore guide the intern along that path. The supervisor should also be made aware of the qualifications of the intern so that the intern can contribute meaningfully to tasks to which he could be assigned.

H. Monitoring internship activities - A meaningful internship requires recording of daily and weekly activities that occur. The intern is best situated to monitor his own daily activities that contribute to his learning and accomplishments. He might also summarize his week's work with a description of a specific occurance he views as the most important. Reviewing this diary, the intern and the director can focus on important happenings, gain data for on-going evaluation of the planned activities, and measure progress during the internship. The supervisor might also contribute to this process with his own weekly report on the intern's activities. As a measurement of the intern's progress and experience, it is advisable to prepare an instrument for completion at the middle and end of the internship by both the intern and his supervisor. This instrument, previously prepared and using direct questions requiring definite answers, can be used by

the program director to obtain evaluation for measurement of the intern's accomplishment, educational growth, personal adjustment to the job requirements, and his practice in good human relations.

I. Coordination activities - Important is a bi-weekly visit by University personnel to the intern and his supervisor. The visit will indicate interest by the university in the intern's assignment and provide "feed-back" as to the intern's progress, interest, and ability to adapt to requirement of the job. Suggestions for changes and improvement can be made by the coordinator, and he can also ascertain if the plan has been properly developed and is being executed according to the original objectives of the intern. A very useful by-product of the internship is a seminar involving many interns who have just completed their experience. Since the intern is the most important element of the internship, he should be given the opportunity to express his opinions to assist the director to make necessary changes important to future internships. Further input to the program can come from interns following a year or more experience on an actual payroll job.

J. Evaluation - A well conceived program must include means for determining the value of the internship experience to the intern. Reviewing forms prepared by the intern, his supervisor, and the coordinator will yield valuable information about the internship experience. The director can evaluate each report in terms of the intern's accomplishment,

educational growth, personal adjustment to the job, and practice in good human relations. If each category is assigned a value on a scale of zero to five, it is possible to reduce the total assessment to a number that can be a guide to the director when a grade assignment is given to the intern. Much personal judgement is involved as with some grade assignments, but this method can assist the director in his task.

Assessment of the value of the internship from the sponsors point-of-view is also advisable. This can be determined through personal discussion or through a following procedure.

Essential Elements for Successful Internships

1. A university administration sympathetic to off-campus training of students.

2. A university which enjoys respect for its training efforts among important persons within its working area.

3. Important key persons from diverse backgrounds who are willing to be active advisory committee members.

4. A program director who is:

    a. Knowledgeable of the requirements of vocational training

    b. Knowledgeable of experiences to be gained by interns at potential training stations

    c. Acquainted with key persons among agencies, institutions, industries and businesses that are potential training stations.

5. Adequate source of funding to assure that vital practices may be successfully concluded for each participant.

6. Continual evaluation of practices so that changes can be made where necessary.

7. Clear statement of the objectives to be accomplished and methods used to assure completion of those objectives.

8. Proper orientation of the intern and his supervisor to assure:

    a. Intern's acceptance of his role as a learner, yet a contributor to a supervisor's tasks

    b. Intern's respect for his supervisor and associates on the job

    c. The supervisor's understanding of the intern's objectives and how he might contribute to the intern's learning

    d. Adequate "feed-back" information by both the intern and his supervisor in order to evaluate the learning experience.

9. Coordination during internship with intern and sponsor.

Cautions

1. Consideration should be given to the liabilities incurred by the university for off-campus training.

2. Long distances that require extensive traveling to meet with prospective supervisors and to make coordination visits will increase expenses and limit number of participating interns. Travel time and distance may be a limiting factor for interns also.

3. Personalities of the individuals involved should be considered. If possible conflicts might occur, it is better to select another station than risk this possibility which could cause damage to the program and to the learning experiences of the intern.

4. Explanation should be given by the coordinator of the responsibility of both the intern and the sponsor as well as the role of each together with the purposes of the internship program.

PART II

ILLUSTRATIVE FORMS

AND

INFORMATIONAL MATERIALS

Part II of this guide presents a number of exhibits illustrative of the materials developed in launching and operating the internship program during the initial year of operation.

Some of the forms undoubtedly will be revised prior to the second year of operation to reflect changes or improve the communications value of the instrument.

EXHIBIT A

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

INVITATION TO APPLY TO PARTICIPATE

A pilot internship study has been approved by the State of Colorado in accordance with the State Professional Development Program and with the support of the United States Office of Education.

PARTICIPANT CLASSIFICATIONS: This proposal provides for four different pilot groups to participate in the study. These are:

A. GRADUATE STUDENTS - preparing for positions of leadership. Five will be selected.

B. UNDERGRADUATE STUDENTS - needing additional work experiences in industry, business, or agriculture. Four will be selected.

* C. VOCATIONAL TEACHERS - desiring updating experiences in industry, business, or agriculture. Two will be selected.

* D. POTENTIAL TEACHERS - from industry, business, or agriculture desiring to teach in vocational and/or technical education. Two will be selected.

* These may constitute an exchange program.

ACTIVITIES: An approved, coordinated, and supervised work internship program will be planned for individuals in accordance with the above classifications.

LENGTH OF INTERNSHIPS: Each internship will be planned for eleven weeks. As much as possible this will be scheduled to coincide with calendars established for individuals in participating institutions.

CREDITS: Six credits may be earned for successful completion of the internship.

A. Undergraduates may register for VE 295 (Industry Internship) or VE 495.
B. Graduate students may register for VE 795.

Participants will maintain a daily diary. Graduate students will also complete a brief professional paper.

STIPEND: A stipend of $825 will be provided for individuals who complete the eleven-week program.

APPLICATIONS: Complete the application form and return to:

DR. MILTON E. LARSON
PROFESSOR OF VOCATIONAL EDUCATION
DEPARTMENT OF VOCATIONAL EDUCATION
COLORADO STATE UNIVERSITY
FORT COLLINS, COLORADO 80521

EXHIBIT B

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

DIRECTORY

INTERNSHIP CONSULTING COMMITTEE

Mike Hunt - Assistant Director, Professional Development
State Board for Community College and Occupational Ed.
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Denver, Colorado 80203
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Hewlett-Packard Company
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Milton E. Larson - Head, Vocational-Technical Education & Institute Director
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Fort Collins, Colorado 80521
TELEPHONE 491-6857

EXHIBIT C

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

APPLICATION

1. Name of Applicant: Mr. / Mrs. / Miss _____
(Last) (First) (Middle)

2. Age _____ Date of birth _____ Social Security No. _____

3. Home Address:

Street _____ City _____

State _____ Zip Code _____ Telephone Number _____

4. Present: _____ Employer (or) _____ Educational institution (Complete below):

Name (Employer or school) _____

Street _____ City _____

State _____ Zip Code _____ Telephone Number _____

5. Title of present position (or student classification) _____

6. Education. (List most recent first, indicate others in descending order)

Institution	Address	Degree or Diploma	Year Received	Major Field

7. Work experience. (List most recent or most applicable first)

Position	Institution (Co.)	City	State	No. of Years

8. Briefly indicate why you are interested in participating in this internship program. Relate your personal objectives to possible participation in this program.

_____

_____

_____

_____

9. If selected would you be able to participate for an eleven-week period? Yes____No____

Prefer: Winter Quarter (Jan. 4, 1971 - March 16, 1971) _____
Spring Quarter (March 23, 1971 - June 4, 1971) _____
Other 11-week period (Indicate) _____to _____

10. I have been admitted to Colorado State University: Yes_____ No_____
Degree sought or immediate goal_____
Program _____

11. I plan to apply for admission to Colorado State University: Yes _____ No _____
Program

12. I have a vocatinnal credential valid in Colorado: Yes _____ No _____
Other state:_____
I am applying for a credentail in Colorado: Yes _____ No _____

13. My service area is: _____

14. Other significant information:

_____

_____

_____

_____

_____

_____

_____

15. References: (list three)

Name	Address	Telephone No.
_____	_____	_____
_____	_____	_____
_____	_____	_____

Date_____ Signature_____

NOTE:

Attach a copy of transcript of institutions attended and a resume (if available).

If additional space is desired for any of the numbered items, complete on the reverse side, identifying with the number of the item.

EXHIBIT D

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

SUGGESTED QUESTIONS FOR INTERVIEW OF PROSPECTIVE INTERN

1. Did (or do) you have special reasons for selecting teaching as a career?

2. What are your short term and long term teaching goals? Do you have certain positions in mind as your goal, 5, 10, 15 years hence?

3. Why are you interested in an internship? Are the purposes of the internship clear?

4. What type of internship position do you desire? Do you have a second and a third choice?

5. Please tell us about your past work experiences and your educational experiences?

6. How do you see the internship helping you to achieve your goals?

7. Do you see an area of your background which would be strengthened by the internship experience.

8. If you accept an internship position, do you see opportunities to not only help yourself, but also to help the University and the sponsor?

9. What kind of an internship position would you prefer? What do you see as the kinds of duties or tasks you would like to do?

10. Do you have in mind any particular location where you would like to intern? Any particular employer? Do you know who should be contacted within the organization about this matter?

11. Are there any special needs that should be considered relative to your possible internship?

12. Do you have a car available for transportation?

13. Would you accept a position in a location other than that indicated?

14. Are there any other bits of information that we should know about you, or your plans relative to this possible internship?

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

EXHIBIT E

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

INTERN INTERVIEW FORM

1. APPLICANT'S NAME _____

2. PRESENT POSITION (OR STUDENT CLASSIFICATION) _____

_____

3. BACKGROUND _____

_____

_____

_____

_____

_____

4. SPECIAL INTERESTS IN VOCATIONAL EDUCATION _____

_____

_____

5. APPLICANT'S GOALS _____

_____

_____

6. TYPE OF EXPERIENCE DESIRED _____

_____

_____

_____

7. PLACEMENT PREFERENCE _____

A. Position _____

B. Duties _____

_____

_____

C. Location _____

D. Employers _____ Contact _____ Telephone _____

8. SPECIAL NEEDS (i.e. transportation) _____

9. PERSONALITY, APPEARANCE, ATTITUDE, INTEREST, ETC. _____

10. OTHER _____

11. COMMENTS BY INTERVIEWER _____

12. RECOMMENDATION FOR PLACEMENT: Yes ____ No ____

13. INTERVIEWED BY _____ DATE _____

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EXHIBIT F

Date _____ Name _____

INTERVIEW GUIDE	Out-standing	Excellent	Good	Fair	Poor	Can't say
1. HOW WOULD YOU DESCRIBE THE CANDIDATE'S GENERAL APPEARANCE? (Consider dress; grooming; bearing; physical defects, if any, etc.)						
2. WHAT IS YOUR ESTIMATE OF THE CANDIDATE'S ENTHUSIASM? (Consider his attitude toward this project; his outlook toward his profession; purpose in life, etc.)						
3. WHAT WAS THE QUALITY OF HIS TEACHING EXPERIENCE? (Consider the relationship of his teaching experience to the needs of employment-bound youth; satisfactions from teaching; relationships and support with students and others, etc.)						
4. WHAT WAS THE QUALITY OF HIS WORK EXPERIENCE OTHER THAN TEACHING? (Consider the contribution of work experience to his effectiveness as a teacher; was it a satisfying experience? Is the work experience reported accurate (see item 20 on personal data form in candidate's folder)?)						
5. HOW WOULD YOU RATE THE CANDIDATE'S GOALS AND ASPIRATIONS? (Consider his reasons for being interested in this project; the realistic nature of his goals, etc.)						
6. HOW WOULD YOU RATE THE CANDIDATE'S COMMUNICATIONS SKILLS? (Consider ability to express himself; proper English usage; fluency, etc.)						
7. WHAT WAS THE CANDIDATE'S ATTITUDE TOWARD THE INTERVIEW AND THE INTERVIEWER?						
8. HOW WOULD YOU RATE THE CANDIDATE'S LEVEL OF MATURITY? (Consider his self-understanding, judgment, and rationality.)						

Overall appraisal (Check one)

_____ Recommended very highly
_____ Recommended highly
_____ Recommended
_____ Recommended with reservations
_____ Not recommended

Comments:

Signature of Interviewer _____

--Adapted from instrument developed by Ralph C. Wenrich, University of Michigan.

EXHIBIT G

COLORADO STATE UNIVERSITY

FORT COLLINS, COLORADO 80521

DEPARTMENT OF VOCATIONAL EDUCATION

It is a pleasure to inform you that the Selection Committee for the State Professional Development Program has selected you to participate in the pilot program. The selection was made with the understanding that satisfactory arrangements can be made with a sponsor who will provide the kinds of experiences desired.

Consideration is being given to the preferences you express relative to priorities of internship experiences desired.

If arrangements are completed successfully and the provisions of the internship are satisfactorily completed you will qualify for a stipend of $825 for the eleven week period. You will also qualify for six credits provided you have elected to register for credit in either VE 495f or VE 795f.

Unless informed otherwise within the next few days, it is assumed that you will accept the internship provided a satisfactory internship program plan can be developed.

If there are any questions, feel free to contact me.

I am looking forward to working with you on this project.

Sincerely,

Dr. Milton E. Larson
Professor of Vocational Education
and
Director, Internship Project

MEL/

EXHIBIT H

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

AGREEMENT

State Professional Development Program Internship

Preamble:

Colorado State University, through its Department of Vocational Education, and in cooperation with the State Board for Community Colleges and Occupational Education, and the Office of Education, U. S. Department of Health, Education and Welfare, is undertaking a pilot internship program for the training, exchange and transition of Vocational Education and Business, Industry, Agricultural and Government Personnel. An exchange of personnel, on a carefully planned structured program, will improve communications, enhance educational personnel and strengthen industry's present and future employees. The pilot internship will help immeasurably to develop and refine essential methodology, gather data and formulate operational guidelines for later expanded programs of internship.

Agreement:

Sponsor: The industry, agency, institution or district, hereafter called the sponsor, shall provide opportunity for learning under supervision, in accordance with the program assignment which is attached to this agreement and which is developed and agreed to by all parties.

Intern: The intern shall perform the work assignment on the job as a professional, devoting full time to the duties, according to the policies and regulations of the sponsor-employer and his functional assignment. The intern will assume the duties assigned as detailed in the program assignment which is part of this agreement. He shall help develop the program assignment and advise as to program revisions during and after the internship.

University: The University shall coordinate the learning experiences of the intern with the program opportunities provided by the sponsor. The university, in cooperation with the intern and the sponsor, will develop the program assignment. It shall also maintain an on-going evaluation through observation, reports and consultation with the intern and supervisor(s)

to continually be alert to changes or needs that will make the program and learning process as effective as possible. The university will also award six hours college credit to the intern who sucessfully completes the requirements of the eleven week internship.

Payments:

The intern, who is a full-time student prior to the beginning of the internship, shall receive a stipend of $825 as identified in the grant agreement with the university. Payments shall be made _____ to help cover expenses coincident with fulfilling this internship.

Any compensation other than as indicated above constitutes a separate agreement between the intern and the sponsor. The university shall be informed of the provisions of such agreement.

The intern, who is employed full-time in the industry-education exchange program, shall also receive a stipend of $825 as specified in the grant agreement with the university. Each individual shall continue to receive such compensation as has been agreed to by the original employer.

Summary:

It is further understood and agreed that many details which are inherent to a program of pilot internship of vocational education can not be entirely forseen. Each party, in cooperation with the other parties, will give his best efforts in review and make decisions to afford the best methods of handling these details as they arise.

For the Sponsor _____

_____

Date_____ Title _____

Intern _____

Date_____ _____
(address)

For the University_____

Date_____ Title _____

"Discrimination based solely upon race, color, creed, sex, or national origin and which is without appropriate basis of distinction is contrary to the purposes and policies of the University and violates the spirit and intent of civil rights laws of Colorado."

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

ADDENDUM TO INTERNSHIP AGREEMENT

Intern _____

Internship position _____

Work schedule _____ Beginning Date _____ Ending Date _____

Work location _____

Sponsor _____

Immediate supervisor _____

Title of supervisor _____ Telephone Number _____

OUTLINE OF WORK ASSIGNMENT ACTIVITIES

EXHIBIT I

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

TO THE INTERN

We are happy that you have selected this internship method for furthering your experiences in vocational education. It does represent a tremendous learning opportunity on-the-job to give you new insights into a position you might find yourself later. You must also realize that certain responsibilities are inherent in this internship.

You will be acting as a representative of Colorado State University in the capacity of a professional. In this respect, then, you should exercise care so that your appearance, grooming, and attitudes are compatible with your associates. Please respect your supervisor as your superior, but also as one who has accepted the responsibility to help you learn as much as possible by guiding you in the many facets of his job, and his employer.

This is also a learning experience for the University in its role as coordinator for this pilot internship program. Any suggestions you have during the eleven weeks will add much to the total learning effort. Your cooperation and due consideration toward filling out the forms and meeting with University personnel on the bi-weekly visits will also be appreciated.

EXHIBIT J

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

HEALTH SERVICES, ACCIDENT, AND LIABILITY

The student Health Service: (See Colorado State University Bulletin, 1970-71, pp. 44-45)

"The University maintains and operates an out-patient clinic and infirmary in the Student Health Center Building. The out-patient clinic is open 7:30 a.m. to 5:00 p.m., Monday through Friday while school is in session. Out-patient emergency care is available and the infirmary is in operation 24 hours a day, seven days a week while school is in session including the ten-week summer school. . . . .

All full-time students are eligible for care at the Center and part-time students are encouraged to contact the Health Center and make individual arrangements best suited to their needs. . . . .

In conjunction with the health services offered, there is a supplemental sickness and accident insurance policy offered by an independent company which covers a major portion of the costs involved in maintaining optimum health. The insurance coverage is in effect during both the school term and vacation periods. It is the policy of the University that all students carry this supplemental insurance or have equivalent coverage by another company.

A complete statement of services offered by the Health Center is furnished to new students and is available at the STUDENT HEALTH CENTER OFFICE."

The above applies to interns who have met the stipulation indicated. Each individual should provide such additional insurance coverage as he or she deems necessary. Other coverage IS NOT provided through the INTERNSHIP PROJECT or COLORADO STATE UNIVERSITY.

Accident Coverage

It is strongly suggested that each intern secure accident insurance coverage to adequately protect himself or herself on the internship educational experience. Many individuals may already have such coverage. Arrangements should be made with your independent insurance company. Protection is not provided by the INTERNSHIP PROJECT or by COLORADO STATE UNIVERSITY to cover injury by accident while participating in the internship experience.

Liability Coverage

It is conceivable that the actions of an intern might result in an injury to an employee or other individual. Protection for the intern relative to such liability may be secured by:

1. Securing an endorsement to an existing HOMEOWNER'S POLICY
2. Purchasing a personal liability insurance policy (Cost about $10 from independent insurance companies.)

The INTERNSHIP PROJECT or COLORADO STATE UNIVERSITY does not provide such insurance or assume liability.

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

DAILY DIARY

Name_____ Week Ending _____

Monday	Wednesday
Tuesday	Thursday

In the spaces provided above enter any unusual experiences, good or bad. You might consider matters relating to your teaching, work with associates, satisfaction, frustrations or routine items. Turn to the reverse side for your Friday entry.

EXHIBIT K

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COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

CRITICAL INCIDENT

Name _____

Week Ending _____

Enter here what you consider your most critical experience during the past week.
Identify only the most critical.

Exactly what happened?

Did this create any problems?

When did it happen?

What was the solution?

What were the circumstances leading up to this incident?

Comments?

EXHIBIT L

EXHIBIT M

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

INTERN'S EVALUATION FORM

(Read each question carefully and check the answer that most nearly expresses your feeling. If you check "undecided" it will mean you have no opinion.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. This internship has given me valuable new experiences not available in the classroom.					
2. The internship was less educational than expected.					
3. My future teaching plans have changed as a result of this internship.					
4. My supervisor was helpful, cooperative and interested in making this a useful, learning experience.					
5. Others within the organization were very helpful.					
6. I succeeded in all of the objectives I had planned.					
7. The program assignment was properly planned and enough time was available to complete it.					
8. The internship would have been more meaningful had I been given more responsibility.					
9. This internship will let me make a meaningful contribution to a future job or teaching assignment.					
10. A different placement would have been more worthwhile.					
11. The organizational structure of my assigned industry, agency or institution is clear to me.					
12. Additional time should have been allowed for this internship.					
13. The internship has given me the confidence and new knowledge to develop many new solutions to problems facing vocational educators.					
14. The stipend is adequate to cover additional expenses.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. "Feedback" to University personnel during the internship period should be improved.					
16. The daily diary, critical incident technique permits me to describe adequately the daily and/or weekly experiences of the internship.					

17. Considering the previous sixteen statements and other information you have gained during your internship, would you comment on any part of your experience that was meaningful to you and how this program could be strengthened to benefit others.

(Intern)

EXHIBIT N

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

SUPERVISOR'S EVALUATION FORM
(CONFIDENTIAL)

Intern_____

	Strongly Agree	Agree	Undecided (No opinion)	Disagree	Strongly Disagree
1. He seeks to understand the duties of all individuals to whom he is assigned.					
2. He understands the organizational structure of this department.					
3. He knows the objectives of this department.					
4. He will complete a specific task on his own.					
5. He offers constructive ideas.					
6. Reaction of others with whom he contacts may be described as favorable.					
7. The intern's involvements meet the objectives of the previously determined program assignment.					
8. My supervision time is adequate to direct him without detriment to my other tasks.					
9. He participates willingly in the many involvements.					
10. He has the dependability I expect of my employees.					
11. He has the personal traits and qualifications for a position in this type of job.					
12. He exercises personal initiative to enrich his learning experience aside from his defined assignment.					
13. He readily accepts suggestions and criticism.					
14. He shows a positive attitude toward this type of learning experience.					
15. He is punctual in his attendance, and neat in his personal appearance.					
16. I would rate the intern's overall learning experience as excellent.					

17. Other comments _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Supervisor

_____

Date

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

EXHIBIT O

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

VISITATION REPORT

Student's Name_____ Assignment_____

Institution_____ Address_____

Supervisor_____ Title_____ Telephone_____

	Yes	No	Don't Know
1. Is the intern succeeding in his stated objectives?			
2. Is he given the responsibilities he seeks?			
3. Is he positive toward his training?			
4. Is his appearance and dress in keeping with his associates?			
5. Is supervisor aware of his training?			
6. Is the supervisor aware of the intern's objectives?			
7. Is the supervisor satisfied with the intern's progress?			

8. Any problem(s) arising? _____

_____

_____

9. Can the coordinator assist? (Explain) _____

_____

_____

10. Were comments made to the supervisor about the problem(s)? _____ Result _____

_____

_____

_____

11. Intern's opinion of his progress. _____

_____

_____

_____

12. Coordinator's opinion of the intern's progress, learning assignments, and the supervision. _____

_____

_____

_____

_____

13. Other comments _____

_____

_____

14. Next appointment:

Date _____

Time _____

15. Did the intern give the coordinator his copy of his daily diary? _____

_____
Coordinator

_____
Date

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

EXHIBIT P

STATE PROFESSIONAL DEVELOPMENT
INTERNSHIP RATING

COMPOSITE SCORE:_____

_____ SUMMARY OF EVALUATIVE MATERIALS
(Name of intern)

	5	4	3	2	1	0	COMMENTS
INTERN'S ASSESSMENT							
A. Evaluation form -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
B. Daily diary and critical incident -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
SUPERVISOR'S ASSESSMENT							
A. Evaluation form -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
B. Critical incident -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							
COORDINATOR'S ASSESSMENT							
A. Visitation report -- indications of:							
1. Accomplishment							
2. Educational growth							
3. Personal adjustment							
4. Good human relationships							

Date:_____

By:_____

INTERNS
1970 - 1971

NAME	LEVEL	SPONSOR	SUPERVISOR	DATES	SERVICE FIELD
Bengtson, Carol Dean	*Graduate	State Board for Community Colleges & Occupational Ed.	Charles Johnson	3/29-6/4	Vocational-Technical
Boddy, Robert	**Undergraduate	Hewlett-Packard, Inc. Colorado Springs	Lew Reimer	2/8-4/3	Trade & Industrial
Delzer, Christian	Graduate	OE-Dept. HEW Region VIII	Leroy Swenson	3/29-6/4	Vocational Adm. & Supervision
Jansen, Duane G.	Graduate	State Board for Community Colleges & Occupational Ed.	James Wilson M. G. Hunt	3/29-6/4	Vocational Adm. & Supervision
Kochenash, Anthony	Graduate	Denver Community College West Campus	Howard Davis	3/29-6/4	Vocational Adm. & Supervision
Leo, Joseph	Undergraduate	Otero Junior College	Jack Stoddard	3/22-6/4	Vocational-Technical
Martin, Delbert	Graduate	Denver Community College North Campus	Donald Mankenberg	3/29-6/4	Vocational Adm. & Supervision
Parthum, Mary Ann	Graduate	Denver Public Schools	Elinor Gower	3/29-6/4	Vocational Adm. & Supervision
Pope, Richard	**Graduate	Widefield High School	Rudy Legleiter	2/8-4/3	Vocational-Technical
Quinn, Reuben	Graduate	State Board for Community Colleges & Occupational Ed.	Don Goodwin	1/4-3/12	Vocational-Technical
Ross, George	Undergraduate	Aqua Tec Corporation	Len Haferman	1/6-3/19	Vocational-Technical
Scarborough, Margaret	Undergraduate	State Board for Community Colleges & Occupational Ed.	Marianne Boettner	1/6-3/12	Vocational-Technical (Health Occupation)
Sechrist, Dwight Lewis	Graduate	Denver Tool Crib	Russ Evergard	3/22-6/4	Vocational-Technical

* Was undergraduate at the time of agreement.
** Participated in industry-education exchange program.

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EXHIBIT A

News Letter

COLORADO VOCATIONAL ASSOCIATION

VOLUME XIII—No. 3 April, 1971

THIRTEEN ON CSU INTERNSHIP FOR VOCATIONAL TEACHERS AND ADMINISTRATORS

by
Dr. Milton E. Larson
Professor Vocational Education
Colorado State University, Fort Collins

Relevant education for vocational teachers and leaders is enhanced by internships. Internship is learning by doing on the job under supervision. Appropriate on-the-job experiences are selected in harmony with goals of the individual and his preparation for the experiences.

Such an internship program was launched by the Department of Vocational Education of Colorado State University in the fall of 1970.

The internship program is part of the Colorado State Board for Community College and Occupational Education's Professional Development Program supported by the U. S. Office of Education under Part F, Section 553 of the Amendments to the Vocational Education Act of 1963.

The purpose of the program is threefold. It is designed to provide:

1. Full-time field experiences for one quarter for potential leadership personnel prior to assumption of such responsibilities on an actual payroll job, or
2. Updating experiences in on-the-job experiences for vocational teachers-in-service for one quarter, or
3. Teaching experience for one quarter for individuals from industry, business, or agriculture who desire to enter vocational teaching.

The plans of the program include students at both the undergraduate and graduate levels.

A by-product of the internship program will be a guide of operational procedures for establishing and conducting internship programs for professional educators.

Individuals desiring to participate were selected after suitable internship stations were located and effective arrangements made. Each individual participating in the program receives a stipend of $825 for the quarter.

An internship Consulting Committee was established for the program. Serving on this Committee are:

- ☐ M. G. Hunt, Assistant Director, State Board for Community Colleges and Occupational Education
- ☐ Donald R. Mankenberg, Dean of Occupational Studies, Denver Community College
- ☐ Joe Roberts, Head, Distributive Education Service, Colorado State University
- ☐ Walter Skowron, Director of Publications, Hewlett-Packard Company, Loveland Division
- ☐ Ken Valis, President, Colorado Paint Company, Denver

Graduate students from Colorado State University participating in the program are:

- ☐ Christian Deizer
- ☐ Duane Jansen
- ☐ Delbert Marten
- ☐ Mary Ann Parthum
- ☐ Ruben Quinn

Undergraduate students from Colorado State University participating include:

- ☐ Carol Bengtson
- ☐ Joseph Leo
- ☐ George E. Ross
- ☐ Margaret Scarborough

Participating in the industry-education aspect of the program are:

- ☐ Robert Boddy of Widefield High School, Security
- ☐ Richard Pope, Hewlett-Packard, Colorado Springs
- ☐ Dwight Sechrist, Jr., Otero Junior College

The program was possible because of the interest and cooperation of individuals from institutions and firms willing to participate as sponsors of interns. Cooperating in this manner are the following:

- ☐ Aqua Tec Corp., Fort Collins
- ☐ Denver Community College (North and West Campuses)
- ☐ Denver Tool Crib
- ☐ Hewlett-Packard, Colorado Springs
- ☐ Otero Junior College
- ☐ State Board for Community Colleges and Occupational Education
- ☐ U. S. Office of Education, Region VIII
- ☐ Widefield High School, Security

A proposal has been submitted for continuation of the program for 1971-72. Individuals desiring information should contact Dr. Milton E. Larson, Project Director, Department of Vocational Education, Colorado State University. Project Co-director is Dr. Duane Blake, Head, Department of Vocational Education, CSU. Ralph Green of Greeley is the Assistant Project Director.

Dr. M. G. Hunt, Assistant State Director, who has responsibility for supervision of the programs of professional development for the State Board, has worked very closely with the project director.

We often hear the phrase "There is no substitute for experience." This is true, but a well planned, supervised, and coordinated internship provides a short cut to many of these experiences and at less cost to the institution. The intern is better prepared to assume the role for which he is preparing in school if part of that school experience is devoted to a relevant on-the-job experience.

Learn to earn—learn to do—through a combination of in-university and on-job internships. The future belongs to those who prepare for it!

With so many couples being matched by computer these days, it may be only a matter of time until the courts will have to recognize a short circuit as grounds of divorce."

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APPENDIX B

CONSULTING COMMITTEE -- AGENDAS AND MINUTES

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

INTERNSHIP

INTERNSHIP CONSULTING COMMITTEE AGENDA FOR OCTOBER 20, 1970

Suggestions and Comments for Consideration

I. Welcome and introductions

II. Review of elements of the proposal

III. Plan of operations

A. Recruitment of interns

1. Announcements

2. Applications (form)

3. Selection

4. Analysis of interns goals and training internship needs

B. Identification of training stations

1. Matching interns with stations (analysis and job description)

2. Formulating internship agreement

3. Identification of company (or school) intern supervisor

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(or school) intern supervisor

C. Orientation of intern

1. Internship role

2. Employer (industry or school)

3. Agreement

D. Coordination of interns' activities

1. Visits (weekly or bi-weekly) of coordinator
   a. Director

   b. Assistant Director

2. Conferences with supervisor and intern

3. Evaluation

E. Seminar of interns

1. Group discussion of experiences

2. Identification of strengths of experience and program

3. Identification of factors to be given more attention in future internship programs

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F. News releases and publicity

G. Evaluation

1. Establishing the baseline
(at beginning of internship)

a. Intern self rating scale
(Pre-internship rating)

2. Evaluation of internship experience
and internship program by:

a. Interns' daily diary

1) Submitted 4th week

2) Submitted 8th week

3) Submitted 11th week

b. Employers' evaluation of
intern

1) In progress - 5th week

2) Final - 11th week

c. Coordinators visitation report
after each visit

d. Interns' post-rating form

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H. Concepts relative to policy statements

IV. Operations Handbook for Professional Vocational Education Internship Programs

A. Concept

B. Background

C. Objectives

D. Policies

E. Practices

F. Unique features

1. Graduate level

2. Undergraduate level

3. Industry-education exchange programs

G. Steps in planning the internship

H. Steps in establishing internships

I. Financial considerations

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J. Human relations concerns

K. Public information values

L. "Musts" for a successful internship program

M. Cautions to avoid

N. Recommendations

O. Bibliography

V. Final report

VI. Other

Note: It is planned that two additional meetings of the Consulting Committee will be held:
A. One after the operational phase is well underway.
B. One near the completion or at the end of the project.

If agreeable, luncheon meetings will be planned.

-- Milton E. Larson

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

INTERNSHIP CONSULTING COMMITTEE MEETING
October 20, 1970

The Internship Consulting Committee and institute related personnel for the State Professional Development Program Internship of Colorado State University met in Ft. Collins, Colorado. The purpose of this meeting was to review the project as developed to this time and to offer suggestions for further development and implementation leading to a successful conclusion.

Present were consulting committee members Wallace Clark, Supervisor, Northeast Area, State Board for Community College and Occupational Education; Donald R. Mankenberg, Dean, Occupational Studies, Denver Community College; Joe Roberts, Head, Distributive Education, Colorado State University; Walter Skowron, Director of Publications, Hewlett-Packard, Inc., Loveland; and Ken Valis, President, Colorado Paint Company, Denver, Colorado. Institute related personnel from Colorado State University included Dr. Duane L. Blake, Head, Vocational Education Department and Institute Co-Director; Dr. Milton E. Larson, Head, Vocational-Technical Education and Institute Director; and Ralph H. Green, Assistant Institute Director.

Dr. Larson opened the meeting introducing the details of the proposed plans. The committee members then offered many ideas and suggestions for implementation of the internship institute. These are summarized as follows:

1. The objectives of the internship program should be clearly stated so that all concerned know as nearly as possible what is to be accomplished and how it is to be done.

2. Extensive recruiting is not necessary since numbers in the program will be limited.

3. An orientation program should be offered at least two weeks before the beginning of the internship to the teacher as well as those coming from business and industry in order to exchange mutually beneficial ideas each person might use in his new assignment.

4. The first approach to industry should be with managers of personnel, training and industrial relations.

5. A participating industry or institution would receive a double benefit from new ideas offered by the intern while the industry person would gain from further study and/or teaching on the college campus.

6. Some industries might not exchange personnel but would look at the opportunity to train the intern in up-to-date industry practices so that the intern could better train prospective employees of this firm.

7. The current economic slowdown might hinder the institute's progress, but with proper planning, an assigned supervisor could still perform his job, yet supervise the intern properly.

8. The approach to business and industry should be made simple and the supervisor's evaluation should be easy and straight forward with proper guidelines supplied.

9. A sample survey should be conducted or other valid data used before engaging in extensive recruitment for possible business and industry openings or before making definite committments to interns.

10. "Feedback" within the program to institute directors should be a continuing process with coordinator visits to the intern and supervisor at least every two weeks. Supervisors should be asked to make a written evaluation at the end of five weeks and at the end of the eleven week internship.

11. Effort should be made to involve the intern immediately so that he can learn his tasks and inform himself about the institution and people around him.

12. Seminars should be held, if possible, during the eleven week session and certainly at the end to allow exchange of ideas among the participants and permit more evaluation of the results of the institute.

13. A suggestion was made that a video tape be made of the features and results of the institute to inform future interns of the value of this method of learning.

Dr. Larson, in concluding the meeting, stated that policy statements would be developed. In addition, institute personnel would begin immediately to identify persons, industries and institutions who will be participating. Agreement and evaluation forms will also be developed within guidelines suggested by this committee.

Dr. Larson thanked all members of the committee for attending and taking their time to advise the group.

It was felt that the consulting committee should meet at least two more times before completion of the institute.

Respectively submitted,

Ralph H. Green

Ralph H. Green
Assistant Institute Director

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIPS

INTERNSHIP CONSULTING COMMITTEE

AGENDA

APRIL 27, 1971 - 3:00 p.m.

I. Renewing acquaintanceships

II. Report of internship activities

   A. Interns: 1970-71

   B. Review of procedures used

   C. Coordination activities

III. Guide for Internships: Vocational Educators

   A. Tentative plans

   B. Comments of the committee

IV. The future

Adjournment - 4:30 p.m.

Colorado State University
Department of Vocational Education

State Professional Development Program
Internship

Institute Consulting Committee Meeting
April 27, 1971

The Internship Consulting Committee and Institute related personnel for the State Professional Development Program Internship of Colorado State University met in Ft. Collins. The purpose of the meeting was to review internship activities during 1970-71 to the present time, including details of the specific students who are interning, procedures used in this study, and coordination activities, and hear suggestions for changes or new procedures that might be implemented before the end of the year. Also to be discussed were proposals for the Guide for Internships: Vocational Education to be published as a part of this research.

Attending were consulting committee members Walter Skowron, Director of Publications, Hewlett-Packard, Inc., Loveland and Joe Roberts, Head, Distributive Education, Colorado State University. Institute Related personnel present were Dr. Duane L. Blake, Head, Vocational Education Department and Institute Co-Director, Dr. Milton E. Larson, Head, Technical Education and Institute Director, and Ralph H. Green, Assistant Institute Director.

Dr. Larson opened the meeting and reviewed the activities of the institute since the last consultant meeting in October. Dr. Larson reported that all thirteen placements had been made as was originally proposed. Cooperating agencies, institutions, and industries included Hewlett-Packard, Inc., Colorado Springs; Denver Tool Crib, Denver; Aqua-Tec Corporation, Ft. Collins; Denver Community College (North and West Campuses); State Board for Community Colleges and Occupational Education; Region VIII, Office of Education, Dept. of Health, Education and Welfare (Adult and Vocational-Technical Division); Widefield High School, Security; and Otero Junior College, La Junta. He reported that three interns were placed in job stations during winter quarter and the other ten interns are completing their assignments spring quarter. A report on the project has just recently been published in the CVA Newsletter. Each attending member was given a list of the thirteen students and each intern's training station.

Dr. Larson reported that the industry exchange program involving two interns in Colorado Springs was functioning exceptionally well through the cooperation of Hewlett-Packard, Inc. and Widefield High School. The other industry exchange program had to be modified because of the inability to locate another industry person willing to make the exchange. However, one intern from Otero Junior College has been placed in industry, his position at Otero filled by an intern-student from Colorado State University.

Coordination activities were discussed by Mr. Green who had made the majority of visits to the interns and their supervisors. He reported that all interns are busy at their jobs, learning new experiences not available to them in the classroom. Procedures for the visits were discussed by the committee with suggestions incorporated in the summary of the suggestions coming from this meeting. Mr. Green reported that all students were most appreciative of their internship opportunity. In all cases the interns were making meaningful contributions to the training stations where they were placed as well as being a meaningful experience for themselves. Slides of some of the interns at their work stations were shown.

Dr. Larson introduced the Guide for Internships: Vocational Education, which is to be a by-product of the study. Suggestions for its contents were received from members of the consulting committee. Illustrative forms and informational materials to be included in the Guide were given to the members for their information and suggestions. The institute director was complimented for his organization and detail in preparing the forms and direction of the project to date.

Committee member recommendations to be implemented included the following:

1. Extensive orientation of the supervisor and the industry accepting the intern. It was felt that industry often was not aware of education's problems and that educator might be at fault in not fully understanding the situation in industry or the agency. The supervisor should be made fully aware of the intern's abilities and willingness to make a contribution to the supervisors tasks. A guide form could be established to inform the supervisor of how the firm can contribute to the student's learning, and be informed of the intern's objectives.

2. Instruments that are used to measure the intern's progress should provide for determining his ability at good human relations. It was felt that as much emphasis in training should be given to good human relationships as to subject matter.

3. The forms used in evaluation should not only permit the person filling out the form to state his opinion but given him the opportunity to explain why he has that opinion and explain how he would bring about a positive change.

4. That internship programs be expanded to give the student work experience prior to graduation. Industry studies have indicated that a student properly oriented to his vocational choice and given the work experience as part of his training have succeeded far better in their jobs than have those students poorly oriented.

5. That a procedure be established for post-evaluation of the students who have participated in the institute this year. This would be valuable on-going "feedback" which would guide future projects of this type.

6. That a video-tape be made explaining the objectives and procedures of conducting a successful internship program. Assuming money is available for this suggestion, the tape could serve as an informational guide to the prospective intern as well as those who would conceivably support this program in the future.

7. Mr. Skowron suggested that his firm host a luncheon meeting in late June or early July. The guests to include members of the legislature and other persons interested in furthering vocational education. Details for this meeting were to be worked out at a later date.

All attending were thanked for coming to the meeting and offering the many suggestions for consideration by the institute personnel.

Respectively submitted,

Ralph H. Green

Ralph H. Green
Assistant Institute Director

APPENDIX C

INTERNS AND SPONSORS -- LETTERS CONCERNING PROJECT

Fort Collins, Colorado
July 26, 1971

Dr. Milton E. Larson
Prof. of Vocational Education
and Internship Project Director
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

I want to take this opportunity to thank you and those responsible for the development and administration of the Professional Development Internship Program for allowing me to be a part of your project. I consider my internship with the State Board of Community Colleges and Occupational Education to have been one of the most rewarding educational experiences of my career.

I feel that there is no substitute for the real life experiences that I was able to gain during the internship. I am most appreciative of the time and effort put forth by the State Staff to enable me to have a variety of experiences and to be exposed to the total operation of the State Board. Under the sponsorship of Mr. James Wilson and Dr. M. G. Hunt I was able to work with the Staff on a handbook for the administration of vocational programs. This handbook served as an excellent tool to help me learn the total operation of the various branches of the State Board and also for me to interact with all levels of personnel. In addition to working on the handbook, I was able to attend various conferences, visit several schools, and observe the staff in operation on a daily basis.

I hope that others will be able to have similar experiences with the State Board and will be extended the same professional guidance and encouragement that was given to me. Again, thank you for making this experience available to me.

Sincerely yours,

Duane G. Jansen

Duane G. Jansen

Colorado Home Economics Association

June 10, 1971

Dr. Milton E. Larson
Vocational Education Department
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

Thank you very much for making an internship possible for me at the Denver Public Schools administration. It has been a most worthwhile experience and has certainly given me factors to consider for my career future.

It should be interesting for you and Mr. Green to visit the various places where interns have been placed. It seems that everyone is feeling the squeeze of budgets, accountability, and the need for improved public relations, especially to legislators.

Enclosed is a Newsletter from the Vocational Education Department in the Denver schools. I have checked the articles I contributed.

I had occasion to meet with Mr. Pohle Wolfe at Community College and saw a comprehensive breakdown for food service skills that was done by Del Martin. They were pleased and I was most impressed.

Welcome back from your vacation! I will look forward to seeing you when I am back in Fort Collins. I am teaching a CSU class in Denver the week of June 14-18, so will not be taking classes on campus. I am involved also with the American Home Economics Association Convention in Denver June 28-July 3.

Sincerely,

Mary Ann Parthum

encl.

1615 Mulberry Street
Fort Collins, Colorado
April 1, 1971

Dr. Milton E. Larson, Director, Internship Project
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

Winter quarter 1971 I had the opportunity to participate in an internship program at the State Department of Community Colleges and Occupational Education, MDTA Division, under the supervision of Mr. Don Goodwin. During the ten week period I acted as a coordinator for the many different referral projects associated with MDTA and WIN. In this position I was associated with several different aspects of the programs: financing, curriculum, referrals, placements, follow-up and auditing.

This internship was particularly valuable to me because it allowed on the job experience in several areas of vocational education. Contact with federal, state and private employees allowed frequent professional interaction. Undoubtedly, one of the most valid results of the program was the learning experience provided by on the job situations.

The one suggestion I have concerns available time of the student. Consideration should be taken concerning the academic load carried and the computing distance. I feel a six hour day or thirty hour week would be sufficient in many cases.

I would like to thank you and the department for granting this internship to me. I feel it will be the highlight of my master's program because of the valuable experience I gained while participating in the program.

Sincerely,

Reuben L. Quinn

405 Alpert Street
Ft. Collins, Colo. 80521
March 26, 1971

Dr. Milton E. Larson
Director, Internship Project
Colorado State University
Department of Vocational Education
Fort Collins, Colorado 80521

Dear Dr. Larson:

Trying to write a brief letter commenting on my recent internship experience is rather difficult. In my mid-quarter report I tried to emphasize how pressed I felt time-wise and financially. To work from 8:30 A.M. until 5 P.M. five days a week plus three hours of travel time is hardly equitable to the alloted six acedemic credit hours. Those of us who pay out-of-state tuition to come to Colorado State University to receive our education feel compelled to accumulate more than six hours a semester. To justify my out-of-state tuition, I carried an additional nine hours. As can be expected, the work on the additional three classes suffered. I'm sure we all understand fifty-nine weekly hours (in attendance) to say nothing of the extra study hours involved is more than any student can successfully cope with.

Speaking to the learning aspect of the internship, I would be hard-put to recall when I have had an opportunity to absorb as much new information. Much of my weekend study time was spent writing to sources of reference material that I'm sure I'll use in my future endeavors. My daily and weekly critical incidents reflect the wide scope of activities in which I participated. With the exception of my immediate associate, I found working conditions conducive to good learning.

I would suggest that the individual to whom the student is assigned be fully briefed as to the educational background and the working experiences of the intern assigned them, before agreeing to the student's participation. The supervisor I was assigned to certainly felt that an undergraduate with no formal classes in administration was in no position to understand the responsibilities and functions of the position. Since both of us were mature ethical individuals we assumed our appropriate roles without outward hostility, but since their was a lack of covert rapport the experience put much strain on both of us.

I sincerely hope I was able to convey the admirable vocational concepts that I have learned at Colorado State University to the people I associated with during my internship. Thank You for permitting me this learning experience.

Sincerely,

Margaret Scarborough

Margaret Scarborough

LELAND B. LUCHSINGER
President

COMMUNITY COLLEGE OF DENVER
WEST CAMPUS
1209 QUAIL STREET
DENVER, COLORADO 80215
TELEPHONE: (303) 238-7531

COLLEGE COUNCIL

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Boulder County

TRACY J. SMITH
Adams County

RICHARD W. WRIGHT
Denver County

June 10, 1971

Dr. Milton E. Larson
Professor of Vocational Education
Colorado State University

Dear Dr. Larson:

In a few words, the opportunity to work with Mr. Kochenash was great. This experience gave me a chance to assess some of the "roles" within my position. As a result, I have been able to crystalize some of my thoughts and to approach my duties with renewed interest.

Several thoughts have occurred to me regarding the pilot internship project. One of the main concerns should be a better idea of the intern's background. This combined with the knowledge of the content of his doctoral program might allow us to fill in more of the "weak" spots. Possibly an interview with the student before a training plan is developed would be beneficial.

Another area which might be looked at is the timing of the internship. Often, within the time restrictions, an intern might initiate some item and never know the results of his efforts. Possibly, carrying over the internship into a second quarter would help.

Lastly, I feel that it is very important that the intern teach a course. Within a Community College, the student characteristics are so varied and different from students in other institutions that to understand the entire set of circumstances, a person must have basic contact with the student body.

Again, the experience was a good one, and I hope that we will be able to participate in the future. I hope this helps in your evaluation. Thank you.

Sincerely,

Howard R. Davis

Howard R. Davis
Director, Business and Management Division

HRD/mlm

JOHN A. LOVE, GOVERNOR

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

207 STATE SERVICES BUILDING • 1525 SHERMAN STREET • DENVER, COLORADO 80203

DIVISION OF
OCCUPATIONAL EDUCATION
MARVIN G. LINSON, DIRECTOR

March 31, 1971

Dr. Milton E. Larson, Professor
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larsen:

I wish to express my thanks for the opportunity to have participated in your Internship Project.

I only hope the internship was as profitable to Mr. Quinn as it was to myself and my staff.

The only suggestion I have for changes is that some provision for in-state travel and per-diem allowances be made available to the intern. It was impossible for us to project accurately the rural dilemma in vocational education and serving the needs of the rural "disadvantaged". An on-site visit of several days would have exemplified the situation.

Thank you again for the fine opportunity, and we wish you continued success with your program.

Sincerely yours,

Don E. Goodwin
State Supervisor, MDTA and WIN Programs

DEG:ll

DENVER PUBLIC SCHOOLS
414 FOURTEENTH STREET / DENVER, CO 80202
HOWARD L. JOHNSON, *Superintendent*

DIVISION OF EDUCATION
RICHARD P. KOEPPE, *Assistant Superintendent*

DEPARTMENT OF ADULT, VOCATIONAL, AND PRACTICAL ARTS EDUCATION
CHARLES J. MACKEY, *Executive Director*

June 9, 1971

Dr. Milton E. Larson
Professor of Vocational Education and
Director, Internship Project
Colorado State University
Fort Collins, CO 80521

Dear Dr. Larson:

My experiences while working with Mary Ann Parthum as an intern were most worthwhile and pleasurable. I hope I was able to acquaint her with many of the responsibilities in the Home Economics office, as well as programs in the junior and senior high schools.

Mary Ann, as I am sure you know, is a natural for an administrative position. She shows fine judgment in her decisions, has a keen intellect, and works smoothly and efficiently with others.

I gained a great deal from her, as she brought new ideas to me and to the program as she made observations in our schools.

I hope you will be able to continue this kind of training for other interns, and if possible, add another quarter. A longer period for training would be beneficial, I believe.

Thank you for giving me the privilege and opportunity to work with you, Mr. Green, and Mary Ann in having such rewarding experiences.

Sincerely yours,

Elinor S. Gower

(Mrs.) Elinor S. Gower, Director
Home Economics

Widefield School District 3
701 Widefield Drive · Security, Colorado 80911 · (303) 392-3481

May 18, 1971

Dr. Milton E. Larson
Professor of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

Dear Dr. Larson:

First of all I want to tell you that it has been a real pleasure to work with you and Mr. Green on the State Professional Development Program Internship.

As I mentioned to you during your visit on April 29th, this program surpassed our fondest expectations. If I may, I will high light some of our feelings regarding this program.

Mr. Pope, took over our Electronic classes without any lost time due to the change of instructors. Our students were able to benefit immediately from the current knowledge Mr. Pope brought with him from industry. He established an excellent learning atmosphere which provided for involvement of all students. Mr. Pope demonstrated a sincere interest in students and provided for them eleven weeks of productive instruction.

Hewlett-Packard also did an excellent job in giving Mr. Boddy every assistance they could in his assignment. They were most accommodating in providing for him a variety of work experiences which will have direct application to his teaching.

While visiting with students, during and after completion of this program, I found them very positive about the educational value they received from this exchange.

We in School District #3 feel that this was a most worthwhile experience. If you have a program similar to this one in the future I hope we will have an opportunity to participate.

I want again to thank you for the opportunity to participate in this program. It was most successful.

Sincerely,

Rudy Legleiter, Director
Vocational Education

RL/mh

OTERO
JUNIOR
COLLEGE

LA JUNTA, COLORADO 81050

June 18, 1971

Dr. Milton E. Larson
Colorado State University
Fort Collins, Colorado 80521

Dr. Larson:

I wish to express my appreciation on behalf of our school and myself for allowing us to participate in the pilot internship project. Dwight Sechrist, our instructor who went to Denver Tool Crib has indicated to me that it has been a very valuable experience for him. He has increased his knowledge in tool grinding twofold and will be indebted for this experience for years to come.

In reference to our intern, Joe Leo, I feel his experience here at Otero Junior College has been most worthwhile. I didn't get to observe him as much as I would have liked to. However, from visiting with students and observing him on occasions, I found him to be a very capable man. I feel he enjoyed his experience very much. The only problem that I had with the project was filling out the forms. Since I was not Joe's immediate supervisor this was a little difficult however, it was no great problem.

Again - thank you for giving us the opportunity to work with you on this project. We would certainly be willing to work with you on future projects to help improve professional staff.

I will be happy to attend the recognition luncheon to be held on Wednesday, July 7 at 12 noon in the Bear Lake Room, Hewlett-Packard Company in Loveland.

Sincerely,

Jack Stoddard

Jack Stoddard
Dean of Occupational Education

JS/jac

JOHN A. LOVE, GOVERNOR

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

207 STATE SERVICES BUILDING • 1525 SHERMAN STREET • DENVER, COLORADO 80203

DIVISION OF
OCCUPATIONAL EDUCATION
MARVIN G. LINSON, DIRECTOR

June 9, 1971

Dr. Milton Larson, Professor
Department of Vocational Education
Colorado State University
Fort Collins, CO 80521

Dear Dr. Larson:

I personally was very pleased with the results of the internship program this last quarter. I feel Mr. Jansen gained a great deal from the experience and we certainly appreciate the contribution he made to our division. The results of his efforts will be felt for a long time.

I am not sure we could provide every intern with a project that would give the depth of insight into the total operation of the Division of Occupational Education as did the Policy and Procedure Handbook, but I am sure that there are many other projects of a similar nature that could be worthwhile experiences for other interns.

It is my opinion that each student in the Administration or Supervisor program could benefit greatly from such an experience at the State level regardless of where he plans to work. I feel that one quarter experience here would be about right in terms of time. Additional experience at the local level would be highly recommended.

It was a great pleasure to work with Mr. Jansen during his stay with us. His personality and attitude made it a delightful and refreshing experience for us all.

Sincerely,

J. W. Wilson

J. W. Wilson, Asst. Director
Program Operations

JWW/lmb

Enc.

APPENDIX D

RECOGNITION LUNCHEON

COLORADO STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

RECOGNITION LUNCHEON

July 7, 1971 -- 12:00 Noon at Hewlett-Packard Company, Loveland (Bear Lake Room)

P R O G R A M

Toastmaster . . . . . Dr. M. G. Hunt

Invocation . . . . . Mr. Duane Jansen

Introductions And The Total Teacher Education Concept . . . . Dr. Duane L. Blake

The Professional Internship Concept . . . . . Dr. M. E. Larson

Perspectives And Coordination . . . . . Mr. Ralph H. Green

Internship From Intern's Point Of View. . . . . Mr. Delbert Martin And Panel
Panel Members: Carol Bengtson
Christian Delzer
Robert Boddy
George Ross

Internship From Sponsor's Point Of View . . . . . Mr. R. Legleiter And Panel
Panel Members: Lewis Reimer
Jim Wilson
Donald Mankenberg
Jack Stoddard

Remarks From A Member Of The Consulting Committee . . . . . Mr. Walter Skowron

Recognition Award
Interns. . . . . Prof. Joe Roberts
Sponsors . . . . . Mr. Ken Valis

Closing Remarks And Adjournment . . . . . Dr. M. G. Hunt

2:00 p.m.

INTERNSHIP CONSULTING COMMITTEE

Mike Hunt, State Board For C. C. and Occup. Ed.
Donald R. Mankenberg, Denver Community College
Joe Roberts, Colorado State University
Walter Skowron, Hewlett-Packard Company
Ken Valis, Colorado Paint Company

INSTITUTE RELATED PERSONNEL

Duane L. Blake, Co-Director
Ralph H. Green, Asst. Director
Patricia Hemby, Secretary
Milton E. Larson, Director

****

This project was sponsored by the Colorado Professional Development Section of the State Board for Community Colleges and Occupational Education and supported by the United States Office of Education under the Education Professions Development Act.

INTERNSHIP RECOGNITION
DINNER

GUEST LIST

HEWLETT-PACKARD CO., LOVELAND JULY 7, 1971 -- 12:00 NOON

INTERNS

Carol Dean Bengtson	13B Aggie Village, Fort Collins, Colorado
Robert Boddy	111 Navajo Avenue, Manitou Springs, Colorado
Christian Delzer	34-C Aggie Village, Fort Collins, Colorado
Duane G. Jansen	6E Aggie Village, Fort Collins, Colorado
Anthony Kochenash	2-A Aggie Village, Fort Collins, Colorado
Joseph Leo	932 Timber Lane, Fort Collins, Colorado
Delbert Martin	331 E. Trilby Road #9, Fort Collins, Colorado
Mary Ann Parthum	719 S. Washington, #217, Fort Collins, Colorado
Richard Pope	3202 Poinsetta Drive, Colorado Springs, Colorado
Reuben Lewis Quinn	1615 W. Mulberry, Fort Collins, Colorado
George Ross	308 East Oak, Apt. 108, Fort Collins, Colorado
Margaret Scarborough	405 Alpert Street, Fort Collins, Colorado
Dwight Lewis Sechrist	Rt. 1, Box 60, La Junta, Colorado

INTERN SPONSORS

Charles Johnson	Supervisor, Technical Education State Board for Community Colleges & Occupational Ed.
Lewis Reimer	Training Director, Hewlett-Packard Company, Colorado Springs, Colorado
LeRoy Swenson	Director, Adult, Vocational & Technical Education Department of Health, Education, and Welfare, Region VIII, Denver, Colorado
James Wilson	Assistant Director, Program Operations, State Board for Community Colleges & Occupational Education
Howard Davis	Director, Division of Business & Management Denver Community College, West Campus
Jack Stoddard	Dean of Occupational Education Otero Junior College, La Junta, Colorado

Donald R. Mankenberg	Dean, Occupational Studies Denver Community College, North Campus
Mrs. Elinor Gower	Director, Home Economics Denver Board of Education, Denver
Rudy Legleiter	Director, Vocational Education Widefield High School, Security, Colorado
Dr. M. G. Hunt	Assistant Director, Professional Development State Board for Community Colleges & Occupational Education, Denver

LEGISLATORS

Senator Leslie R. Fowler	2280 Bluebell, Boulder, Colorado
Representative Sanders G. Arnold	815 Park Lane, Boulder, Colorado
Senator Fred E. Anderson	Route 1, Box 117, Loveland, Colorado
Senator Donald H. McManus	6945 Kidder Drive, Denver, Colorado

INTERN CONSULTING COMMITTEE

Dr. M. G. Hunt **	Assistant Director, Professional Development State Board for Community Colleges & Occupational Ed. Denver, Colorado
Professor Joe Roberts	Head, Distributive Education, Department of Vocational Education, Colorado State University, Fort Collins, Colorado
Ken Valis	President, Colorado Paint Company 4747 Holly, Denver, Colorado
Donald R. Mankenberg **	Dean, Occupational Studies, Denver Community College, North Campus
Walter Skowron	Director of Publications Hewlett-Packard Company, Loveland, Colorado

** Also listed as INTERN SPONSORS

OTHER GUESTS

C. Stan Selby	Hewlett-Packard Company, Colorado Springs, Colorado
Dr. A. R. Chamberlain	President, Colorado State University Fort Collins, Colorado
Dr. Roy Nelson	Associate Dean, College of Humanities & Social Science, Colorado State University, Fort Collins, Colorado
Dr. M. G. Linson	Director, Division of Occupational Education State Board for Community Colleges & Occupational Ed. Denver, Colorado
Lee Palmer	State Supervisor, Trade and Industrial Education State Board for Community Colleges & Occupational Ed.
Robert McCaffree	Publications, State Board for Community Colleges & Occupational Education
Gary Bennett	Public Information, Colorado State University, Fort Collins, Colorado
Joe Milan	Trade and Industrial Education, Department of Vocational Education, Colorado State University

PERSONNEL RELATED TO INTERNSHIP PROJECT

Dr. Duane L. Blake	Head, Vocational Education Department (Co-director) Colorado State University, Fort Collins, Colorado
Dr. Milton E. Larson	Head, Vocational-Technical Education (Director) Colorado State University, Fort Collins, Colorado
Mr. Ralph H. Green	Colorado State University (Assistant Director) Fort Collins, Colorado